



local programme handbook

a guide to the Healthy
Schools enhancement model

Contents

This guidance has sections on:

- > Benefits to schools taking part in the Healthy Schools enhancement model
- > Understanding the Healthy Schools enhancement model
- > How schools become part of the Healthy Schools enhancement model
- > How the Healthy Schools enhancement model will enable schools to extend beyond NHSS
- > Phase 1 - How Local Programmes can support schools with 'planning our change'
- > Phase 2 – How Local Programmes can support schools with 'delivering our change'
- > Phase 3 – How Local Programmes can support schools with 'understanding what has changed'
- > Recognising and celebrating success
- > Developing a local quality assurance system to support the Healthy Schools enhancement model
- > Support materials for schools
- > Cluster working
- > The role of the Healthy Schools enhancement model in your local area
- > Transitional planning for Local Programmes

The role of the handbook

This handbook and the how to guides are tools to help Local Programmes support schools as they become part of the Healthy Schools enhancement model.

They provide a step by step approach to the enhancement model, highlighting prompts, signposting to support materials and identifying links with other areas, such as school improvement and extended services.

The primary audience for this guide is the Healthy Schools team based in a local authority (LA) or primary care trust (PCT). Some information will also be relevant to a wider audience including colleagues working in children and young people's services and public health.

A separate handbook for schools has been written for the school audience.

There are colour coded boxes within the handbook to help you navigate your way through the process:

Green boxes will direct you to further helpful support materials. These can be found on www.healthyschools.gov.uk.

Orange boxes have prompts for the Local Programme.

Pink boxes have key messages for partners.

Purple boxes show an opportunity for recognition and celebration.

Benefits to schools who become part of the Healthy Schools enhancement model

Healthier children do better in learning and in life. By enabling children and young people to make positive changes to their behaviour regarding health and well-being, you will be helping them reach their full potential in terms of achievement and fulfilment, as well as encouraging good habits which will benefit them both now and in the future.

The vision of the 21st Century School has at its heart the need to address all elements of the lives of children and young people, with a particular focus on health and well-being. To ensure that schools are doing this in the most effective way, Ofsted with the Department of Children Schools and Families (DCSF) have developed indicators that reflect a school's contribution to the well-being of its pupils.

With this in mind, the Healthy Schools enhancement model has been designed to help schools develop the wider thinking and planning they will need to do, in order to achieve better outcomes around health and well-being for children and young people. It has also been designed to help schools to strive for lasting health and well-being behaviour changes in children and young people, with particular focus on providing targeted support for those who are most at risk.

Benefits to schools of being part of the enhancement model will include:

- > Improved health and well-being outcomes for children and young people.
- > Information about a school's impact on health and well-being for the Ofsted self-evaluation form (SEF).
- > A way of addressing the expectations of pupil entitlement relating to health and well-being as outlined in the Pupil Guarantee¹.
- > A mechanism to address needs identified through the Ofsted well-being indicators².
- > Increased involvement of schools in the identification of health and well-being needs of children and young people, leading to changes in commissioning arrangements to meet those needs.
- > Improved achievement as a result of better health and well-being.
- > Information on health and well-being which will be useful with the introduction of the School Report Card³.

Support materials: For further information see the mini guide: **Healthy Schools enhancement model and links to other key government policies and initiatives** and for further clarification of the language of the enhancement model see: **Healthy Schools enhancement model glossary**.

¹ DCSF (2009) Pupil Guarantee <http://publications.dcsf.gov.uk/eOrderingDownload/8356-DCSF-Pupil%20Guarantee.pdf>

² Ofsted (2008) Indicators of a school's contribution to well-being

³ DCSF (2008) A school report card consultation document <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01045-2008>

Understanding the Healthy Schools enhancement model

As part of the enhancement model, schools will identify their own health and well-being priorities, based on completing a needs analysis. Following the needs analysis, schools will also provide extra targeted support to an identified group of children and young people in vulnerable or challenging circumstances, such as children in care, asylum seekers, young carers or another group which they select.

Importantly, a school can only become part of the enhancement model, if it can show that it has established and maintained the foundation for health and well-being. Schools will do this by demonstrating that they continue to meet the criteria for National Healthy School Status (NHSS) and that this is done through the whole school approach.

As a Healthy Schools team, you will continue to play a key role in supporting schools as they become part of the enhancement model. The level of support will vary depending on capacity, expertise and support materials. This handbook makes suggestions as to how you may be able to help schools. You will use your own professional judgement to decide what is appropriate for your own Local Programme.

Prompt: Schools will demonstrate that they have established a foundation for health and well-being through NHSS and they will maintain this through the annual review.

Partners: The enhancement model will help schools make a contribution to local priorities in local plans such as the Local Area Agreement (LAA), PCT Operational Plan and Children and Young People's Plan (CYPP).

The Healthy Schools enhancement model helps schools to understand the wider thinking and planning they need to do around health and well-being. It sets out a process for schools to develop their Healthy Schools work so that it has a positive impact on the physical and emotional health and well-being behaviour of children and young people.

The enhancement model will also help schools identify the links between health and well-being and achievement and attainment in school.

It is an eight stage model which is divided into three phases:

- > Planning our change (phase 1)
- > Delivering our change (phase 2)
- > Understanding what has changed (phase 3).

This diagram on the following page shows the stages of the enhancement model. In simple terms schools: **plan, do and review.**

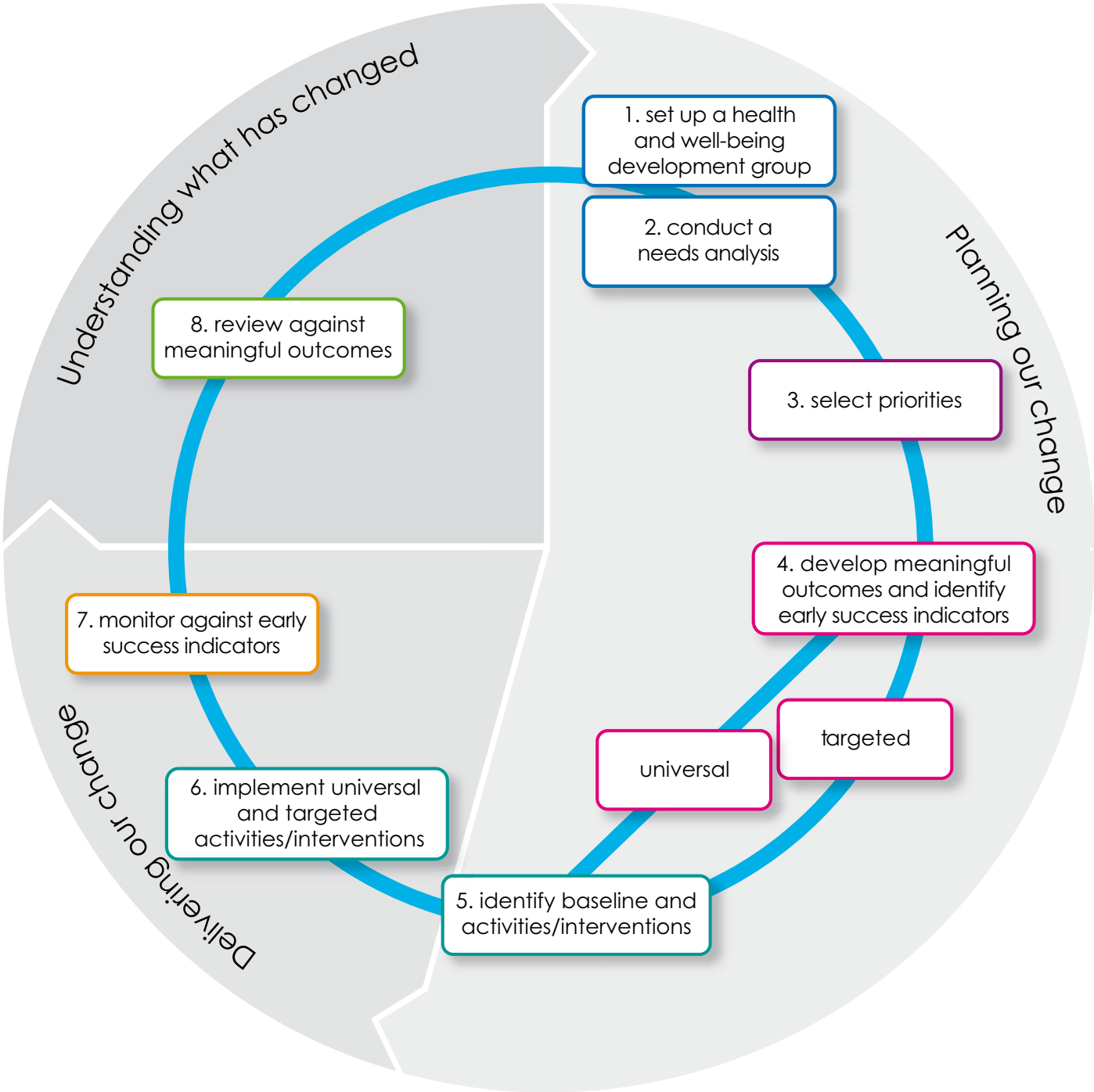
The enhancement model has been designed to help schools do this work in manageable stages. It is anticipated that the eight stages will take schools two to three years to complete.

Prompt: Encourage schools to work through the enhancement model one stage at a time. It will take most schools 2-3 years to complete the eight stages for each meaningful outcome.

Partners: The enhancement model will help schools provide evidence showing the impact on the health and well-being of children and young people.

Recognition: Once a school starts using the health and well-being improvement tool, it will be considered part of the Healthy Schools enhancement model. The school receives a welcome letter at this point.

Healthy Schools enhancement model



How schools become part of the Healthy Schools enhancement model


Schools who have achieved NHSS will complete an annual review each year to confirm that they have established and maintained a foundation for health and well-being.


Schools which achieved NHSS from January 2009 to December 2009 will be able to become part of the enhancement model provided they do this within one year of achieving NHSS. After this they will have to complete the annual review to become part of the enhancement model.


Schools which achieved NHSS after January 2010, will be able to directly become part of the enhancement model, provided they do so within one year of achieving NHSS. They will continue to use the annual review every year to ensure the foundation for health and well-being is maintained.


Schools who achieved NHSS before January 2009 will become part of the enhancement model after completing the annual review.

Key

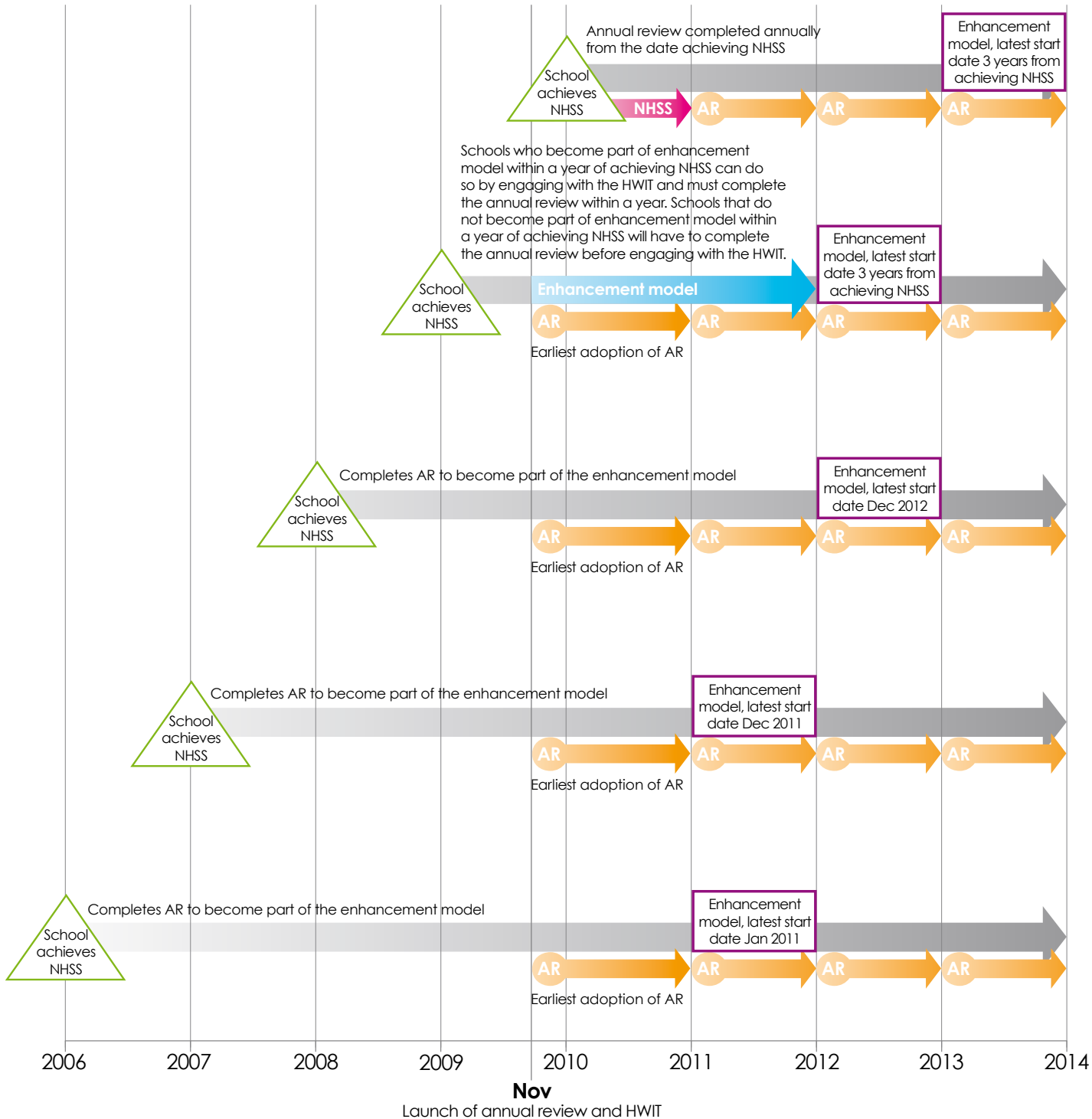
 School achieves NHSS and uses national audit

 Annual review (AR)

 School needs to have become part of the enhancement model

 NHSS is current for one year

Pathways to enhancement model



How the Healthy Schools enhancement model will enable schools to extend beyond NHSS

Schools that become part of the enhancement model are not starting from scratch but building on the solid health and well-being foundation already established through NHSS and maintained through the annual review.

As schools become part of the enhancement model there will be some key differences and benefits. The following table summarises the key differences between current practice under NHSS and the enhancement model.

Stage	NHSS (where the school is now)	As part of the enhancement model	Support of the Local Programme
Health and well-being development group	Task group.	A health and well-being development group will involve members of the wider school community including key partners.	Support to schools on their planning as part of the enhancement model.
Needs analysis	The needs of the school are identified by completion of the audit and when it meets 41 criteria.	Schools will use local and school data to establish the health and well-being needs of the whole school population and targeted groups of children and young people.	Provision of and signposting to data.
Priorities	Priorities are generated by completing an audit against the 41 criteria.	The needs analysis will help determine a local and school priority. These will link to local priorities and National Indicators.	Advice on links between individual school priorities being considered and the priorities identified locally and in neighbouring schools.
Meaningful outcomes and early success indicators	These are completed at self-validation.	Meaningful outcomes which are for universal provision and targeted groups, along with early success indicators (ESIs), which are the milestones on the way to meeting meaningful outcomes, are approved through a local quality assurance system (QUAS).	Support schools on developing meaningful outcomes and ESIs. Interface with the local QUAS.
Activities/ interventions	These are predetermined by the four themes. Completion of the audit and self-validation confirms that activities/interventions have taken place.	These will be chosen by the school to meet meaningful outcomes and achieve ESIs. They will be delivered by the school working closely with partners, where appropriate.	Links to partners and information about practice informed by evidence and what is working elsewhere.
Monitoring	The quality assurance group (QUAG) carries out a quality assurance role and moderates 10% of schools self-validating.	The school will monitor progress against its ESIs.	Advice about approaches to monitoring.
Review	The audit process is to be replaced by an annual review, enabling schools to confirm that they still meet NHSS criteria and that the whole school approach is embedded into everyday school life.	A school self-validates when it achieves meaningful outcomes and seeks recognition through a local QUAS.	Help to review meaningful outcomes. Share and celebrate success.

Phase 1 - How local programmes can help schools with 'planning our change'

Key terms to help you communicate the enhancement model to schools
As part of the enhancement model, schools will identify the key health and well-being needs of their own school population and the local community, and then plan their Healthy Schools work around these needs, rather than the other way round. This approach may be new for some schools. The health and well-being development group in the school will play a vital and central role in this process.

They will do this by:

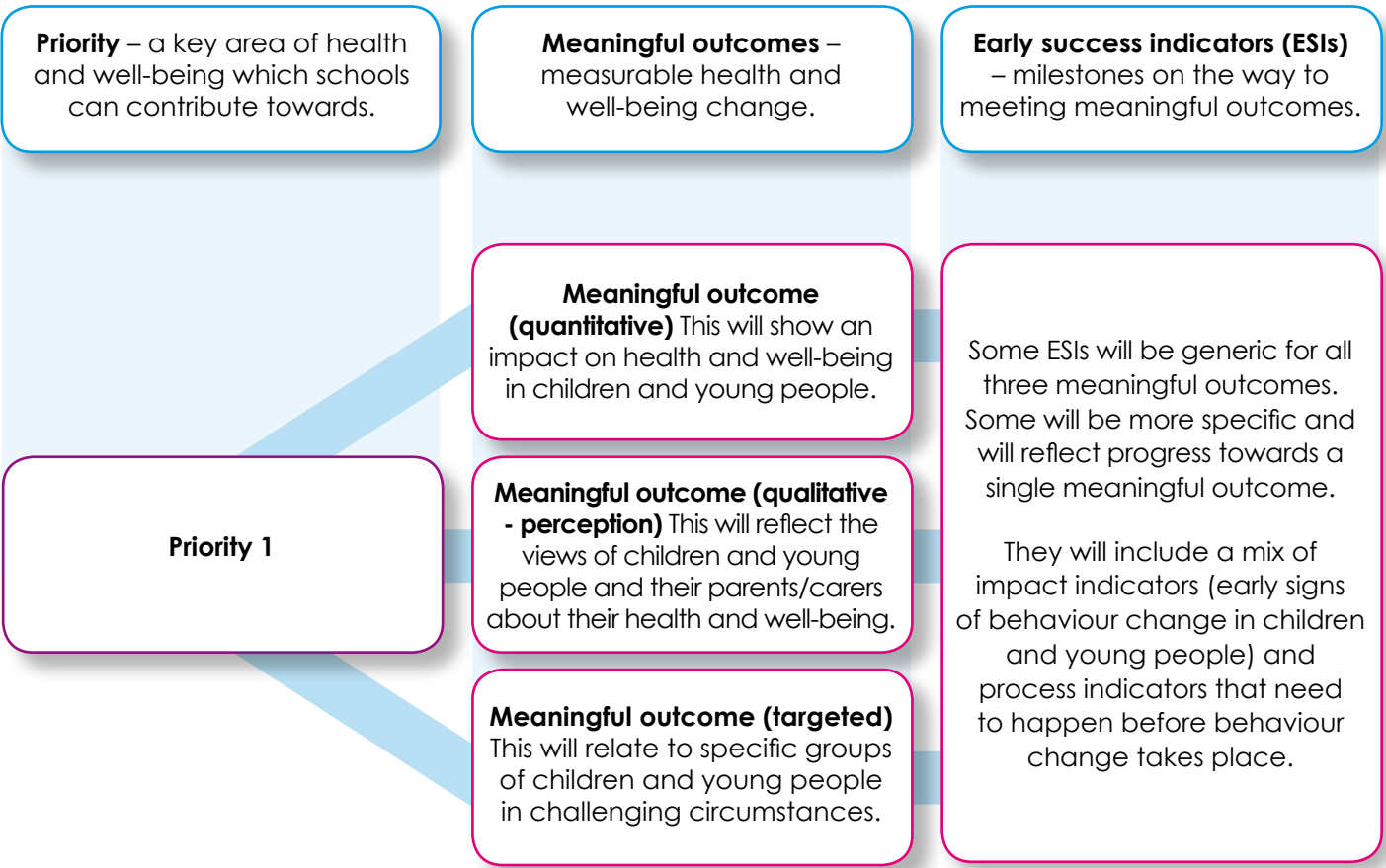
- > using relevant **data to identify two priorities** (the key areas of health and well-being that the school will focus on during their work as part of the enhancement model)
- > deciding what **meaningful outcomes** their school can meet (measurable health and well-being change, for children and young people that they plan to meet as part of the enhancement model)
- > identifying **early success indicators (ESIs)** (the milestones the school will achieve that indicate it is on the way to meeting meaningful outcomes)
- > identifying **activities/interventions** which will bring about change.

Support materials: For further clarification of the language of the enhancement model see: **Healthy Schools enhancement model glossary.**

The Healthy Schools team in your Local Programme will be able to help schools understand how the work they do as part of the enhancement model will benefit children and young people and relate to the wider health and well-being agenda.

It is important to emphasise that schools do not need to do all this work at once. The guides accompanying this handbook will help you assist schools to understand and work through the process in manageable stages.

The following diagram gives you an overview of priorities, meaningful outcomes and ESIs of phase 1 of the enhancement model.



The five stages of phase 1

Stage 1 – set up a health and well-being development group

Schools need to set up a health and well-being development group (HWDG) to help plan the Healthy Schools work they will do as part of the enhancement model.

Many will already have a Healthy Schools task group in place, in which case they should work with this group to review the membership to make sure they have the right mix of expertise to take this work forward.

They should also agree the key tasks the group will need to perform as part of the enhancement model.

You can make the following suggestions to get schools started with this, but they may also wish to add to this list.

Key tasks for the HWDG are to:

- > Ensure that health and well-being is reflected in the vision and strategic planning of the school
- > Complete the needs analysis
- > Jointly select priorities based on the school's needs analysis
- > Develop meaningful outcomes and identify early success indicators
- > Clarify how the school will provide evidence to show that it has met its meaningful outcomes
- > Establish baseline measures
- > Implement universal and targeted activities/interventions
- > Celebrate achievement as part of the enhancement model.

The membership of the group should be reviewed on an ongoing basis to reflect the priorities and selected activities/interventions. The membership will also depend on the size of the school. It is vital that the group reflects the views of children and young people, parents/carers, governors and relevant partners when it makes key decisions about the enhancement model, so the membership should also reflect this. If the school is working in a cluster, the membership should also take into account cluster arrangements.

The Local Programme can advise schools on the expertise available in their local area and may put them in touch with partners, such as extended services advisors or the school nurse service.

Support materials: The health and well-being improvement tool will help schools consider the issues around developing a HWDG.

Prompts:

- > Consider including expertise from outside the school on the HWDG.
- > Encourage participation from children and young people.
- > If schools are working in clusters, they may find it beneficial to share a HWDG.

Partners: The enhancement model is about whole school engagement and commitment to health and well-being. Schools will be encouraged to invite partners to have an input from the beginning.



Stage 2 – conduct a needs analysis

Schools will need to decide which specific areas they should focus on by completing a needs analysis. This will involve looking at data to build up a clear picture of the health and well-being needs of their school population. They will use this information to help identify the needs of the local area, as well as more specific information about their own school population.

Local Programmes will provide information and signpost schools to data sources or to the regional Public Health Observatory⁴, which produces information, data and intelligence on health and health care.

Sources of information and data include:

- > The joint strategic needs assessment (JSNA). Each local authority (LA) and partners are required to carry out a JSNA to identify the health and well-being needs and inequalities of a local population.

Schools should then be encouraged to review data against priorities outlined in local plans to see if the needs of their children and young people are reflective of the overall local needs of children and young people. These will include:

- > Local Area Agreement (LAA) (a three year agreement between a local area and central government which describes how local priorities will be met).
- > Children and Young People's Plan (CYPP) (which sets out the improvement a LA intends to make to the well-being of children and young people in an area).
- > PCT operational plans (providing information on how the PCT will deliver on both national and local priorities, including the Vital Sign Indicators).

It is important to encourage schools to make the most of the health and well-being data collected by the school itself. This should also include data about groups of children and young people in the school.

Support materials: There is more information on this in the guide: **How to conduct a needs analysis, including gathering analysing and interpreting data.**

Prompts:

- > Have you signposted schools to a range of data available for the locality?
- > Have you encouraged schools to make use of data already available in school?
- > Have you encouraged schools to consider qualitative-perception data as well as quantitative data?

Partners: The enhancement model is needs led. There will be greater ownership of the local issues.

Stage 3 – select priorities

As part of the Healthy Schools enhancement model, schools will select two priorities:

- > **A local priority** – an issue which is a priority across your local authority and is included in the Local Area Agreement (LAA) or Children and Young People's Plan (CYPP) for your locality.
- > **A school priority** – an issue seen as a particular priority by the school and informed by data relating to the school.

Both priorities will be National Indicators (NI) but not all NIs are priorities. If a school can contribute towards an NI it is considered a priority. If a school can achieve an NI on its own then it is considered a meaningful outcome (see stage 4 for more details).

A useful way to consider priorities is to think of them as the local health and well-being issues which schools can contribute towards but cannot tackle on their own. For example, a school might have a priority linked to obesity but it wouldn't be expected to tackle the issue of childhood obesity on its own.

Support materials: For further information use the guide **How to identify priorities**, and there is also a mini guide: **National Indicators - information for schools.**

Partners: There will be increased links between the activity/intervention in schools and its impact on the wider local priorities relating to health and well-being inequalities.



⁴ www.apho.org.uk/

Stage 4 – develop meaningful outcomes and identify early success indicators
Schools will develop three meaningful outcomes for both the local and school priorities. These are the measurable health and well-being changes for children and young people that schools will work towards as part of the enhancement model. These should be firm numerical aspirations that will reflect clear success.

A good way to think of meaningful outcomes is as the issues which schools can realistically work on and achieve. They are a school's contribution towards the local priorities.

For example, if a school chooses to focus on obesity in children and young people as a priority, it can influence how much exercise children and young people have access to at school. It can have some influence over the amount of physical activity they do after school, at weekends and during school holidays, but has less influence on the facilities for physical activity in the local area.

Meaningful outcomes are closely linked to the well-being indicators. Some National Indicators (NIs) may be meaningful outcomes if a school is able to achieve them rather than contribute towards them.

Support materials: For further information use the guide: **How to develop meaningful outcomes and identify early success indicators** and **A planning framework for early success indicators**.

For each priority the school will develop the following:

Meaningful outcome (quantitative)

These meaningful outcomes show an impact on health and well-being in children and young people.

Meaningful outcome (qualitative - perception)

These meaningful outcomes will reflect the views of children and young people and their parents/carers about their health and well-being.

Meaningful outcome (targeted)

These meaningful outcomes will relate to specific groups of children and young people in challenging circumstances. They can be either quantitative or qualitative - perception. Groups of children in challenging circumstances might include children in care, young carers or a more generic group such as children and young people having difficulty forming relationships with peers in school. The school will use data analysis to decide which group of children and young people to target.

Prompt: Local Programmes should encourage schools to be ambitious, yet realistic when developing meaningful outcomes.

Schools will also develop early success indicators (ESIs) which will be the milestones they achieve on the way to meeting meaningful outcomes.

ESIs will help schools monitor whether their activity/intervention is having the impact they want, in order to meet their meaningful outcomes. They will also help schools recognise and celebrate successes with the whole school community when they reach ESIs on the way to meeting meaningful outcomes.

It is important not to confuse ESIs with activities/interventions. ESIs are the milestones schools will set and activities/interventions are the actions schools will take to have impact.

A school's priorities, meaningful outcomes, ESIs, timescales for ESIs and how they plan to show evidence that they have achieved their meaningful outcomes, all need to be entered on the **health and well-being improvement tool** (HWIT). They will be submitted for approval through your local quality assurance system (QUAS) before a school can move on to the next stage of the process.

Prompt: Schools will record priorities, meaningful outcomes, ESIs and how they will evidence meaningful outcomes on the HWIT and this will generate a form for the QUAS. The evidence might be the results of a survey, existing data or interviews with children and young people.

Partners: The enhancement model allows schools to focus on the needs of targeted children and young people.

Recognition: Once a school has its priorities, meaningful outcomes and ESIs approved through the QUAS, it will be sent a certificate and will be able to use the branding for the Healthy Schools enhancement model.

Stage 5 – identifying baseline and activities/interventions

Once a school has its priorities, meaningful outcomes and early success indicators (ESIs) approved through the quality assurance system (QUAS) of the Local Programme, it will need to consider which partners are best suited to support them in meeting the meaningful outcomes. The Local Programme can play a key role in signposting schools to partners and initiatives at this stage.

Throughout the Healthy Schools enhancement model, we use the term activities/interventions – meaning the actions or interventions which will take place in a school to achieve ESIs and meet meaningful outcomes. These activities/interventions will lead to physical or emotional health and well-being behaviour change in children and young people.

Activities/interventions can be evidence informed and/or based on established good practice in line with good practice principles. Local Programmes can help schools tap into the experience of other schools and signpost them to practice that is informed by evidence.

It will not always be possible for schools to go for an evidence informed approach. Sometimes they will find that the evidence base is very weak because an activity/intervention has not yet been evaluated thoroughly. When this is the case, they should ground their choices on good practice principles and should carefully consider how a particular activity/intervention will enable them to achieve ESIs and meet meaningful outcomes.

The National Institute for Health and Clinical Excellence (NICE) provides advice to schools on a number of health and well-being issues.

Schools should also be encouraged to check the latest Department for Children, Schools and Families (DCSF) advice relating to the activity/intervention they are considering.

Some schools may choose to look at behaviour change models in their work as part of the enhancement model. You may signpost them to information to help them do this or you may wish to support them.

Before a school moves on to the next stage of the process, baseline measures need to be in place so that the progress of activities/interventions can be monitored effectively. Some baseline measures will overtly link to ESIs and will come from the original needs analysis. Some new baseline measures may also be required once an activity/intervention is selected so a school can measure its impact. A school will need to make a judgement about which baseline measures are required to monitor the impact, depending on the complexity of the activity/intervention selected.

Involvement of partners

You should encourage schools to check for validation or references of the partners they are preparing to work with. You may be able to help them with this or you may be able to put a school in touch with another school which has already worked with a partner.

Local Programmes may choose to build up a bank of information about useful potential partners for schools by looking at websites, such as the DCSF, the DCSF teachernet site, Every Child Matters (ECM), your own local authority (LA) and children and young people's service.

The following key questions may help schools:

- > Which partners can be a support in meeting some or all of the meaningful outcomes?
- > What are the additional benefits of working with the partner?
- > How will the partner understand the enhancement model including the role of the health and well-being improvement tool?
- > Is it appropriate to establish formal agreement with the partner so that expectations, outcomes and timescales are clear?

Support materials: For further information about stage 5 use the guide: **How to select and plan activities/interventions**. It includes a framework to help schools select activities/interventions and a check list to help you implement them.

- Prompt:**
- > Signpost schools to local expertise and activities/interventions.
 - > To assist schools in working with relevant partners you may want to compile a list of partners and initiatives.
 - > Keep schools up-to-date with information about where activities/interventions have been successful elsewhere by sharing good practice locally, regionally and nationally.
 - > Encourage schools to ensure baseline measures are in place to monitor the impact of an activity/intervention.

Partners: There will be greater emphasis on the planning of activities/interventions to ensure that the impact contributes to meeting meaningful outcomes.

Phase 2 - How Local Programmes can help schools with 'delivering our change'

Stage 6 – implementing universal and targeted activities/interventions
As a school plans to implement its activities/interventions it will need to consider who needs to be involved, what needs to be in place for the activity/intervention to happen and by when.

The Local Programme can support schools with this and in particular signpost schools to partners who can help with the implementation of activities/interventions. Some of this work will have been considered in stage 5. You can also put schools in touch with each other if they are working on the same priorities and alert partners to the needs of schools.

Good relationships with a wide range of partners will be the key to success. Your initial work with partners during the early days of the enhancement model will benefit schools later, particularly with this stage of the process.

Stage 7 – monitoring against early success indicators

The aim should be for a school to monitor progress on a regular basis so that at any time they know whether they are on track to achieve early success indicators (ESIs) and meet meaningful outcomes, within the agreed timescales. Some ESIs may be achieved in a short period of time but others may take much longer.

There will be no national recognition for achieving ESIs but you may wish to make arrangements locally to celebrate with the school.

Sometimes a school will need to consider changing ESIs at this stage, if, for example, it realises that it has chosen the wrong ESI.

Support materials: For further information use the guide: **How to monitor early success indicators.**

Prompt: If a school realises the ESIs are not being achieved or are inappropriate, encourage them to go back and review their ESIs against the planning framework for ESIs.

Partners: The enhancement model offers schools a systematic and manageable approach to improving health well-being outcomes for children and young people.

Phase 3 - How Local Programmes can help schools with 'understanding what has changed'

Stage 8 – review against meaningful outcomes
Schools will review progress against the meaningful outcomes they set. The health and well-being development group will work closely with the senior leadership team at this stage of the process.

As each meaningful outcome is met, the health and well-being improvement tool (HWIT) will generate a form to be sent to the Local Programme. This will state the meaningful outcomes achieved, together with the supporting evidence previously approved through the QUAS at stage 4. The local QUAS will enable the Local Programme to either seek further clarification on evidence or for the school to receive national recognition.

If meaningful outcomes have not been met, the school should be encouraged to look again at the early success indicators (ESIs) it has selected, to check whether they are still appropriate. There is more information about this in the guide for stage 4 – **How to develop meaningful outcomes and early success indicators** and the guide for stage 7 **Monitoring against early success indicators**. The school could also use the **planning framework for ESIs** to consider if there are areas they have overlooked. If the school needs to develop a new meaningful outcome, this will need approval through the QUAS of the Local Programme. The school should be encouraged to review its ESIs so they are relevant for the new meaningful outcome.

It is highly unlikely that a school will be successful in a short period of time, particularly as it will be working on complex behaviour change issues. It is possible that it will take a school at least a year before it starts to meet its first meaningful outcomes.

National recognition will be given to a school when they meet each meaningful outcome. You can help schools celebrate their success locally through celebration events and in the media.

A school will then be expected to consider further ways of achieving improved health and well-being behaviour in children and young people. It will do this by undertaking an up-to-date needs analysis and then moving into another stage of the enhancement model.

Plans for future work should be embedded in the school development plan.

Partners: The enhancement model has been designed to monitor, challenge and support schools within the context of health and well-being.

Recognition: National recognition will be given to schools each time they meet a meaningful outcome.

Recognising and celebrating success

Celebrating success is an important part of sharing the achievements of schools with key partners. Schools will continuously improve when they are part of the enhancement model. There are a number of points in the enhancement model when the achievements of a school can be recognised. These are summarised in the table below.

	National	Local
Engagement – Stage 1 By engaging with the health and well-being improvement tool (HWIT)	Welcome letter automatically triggered from engaging with HWIT.	None unless choose to.
Commitment – Stage 4b Priorities/meaningful outcomes/early success indicators (ESIs) with timescales are presented and approved by the quality assurance system (QUAS)	Schools automatically receive their acceptance letter which is sent out by their Local Programme once their form is approved through QUAS and are then given 'brand' elements to use.	A certificate will be sent from their Local Programme once their form has been approved through the QUAS.
Achieving – Stage 7 Meeting ESIs	No national recognition. On the website there will be a barometer to reflect progress of the school against ESIs.	None unless choose to.
Success – Stage 8 Meeting meaningful outcomes	A letter of congratulations and an award is given to schools. This can be added to as they meet each meaningful outcome.	Recognition through celebration, press, media events.

Developing a local quality assurance group to support the Healthy Schools enhancement model

The aim of quality assurance is to minimise bureaucracy and maximise consistency, while increasing participation and maintaining rigour. All Local Programmes already have a quality assurance group (QUAG) as part of their structures to implement Healthy Schools.

The introduction of the enhancement model is an opportunity for all Local Programmes to strengthen and build on their existing quality assurance arrangements and partnerships, supporting the work in schools. You will need to work with your existing QUAG to develop a **quality assurance system** (QUAS) to meet the needs of the enhancement model. As well as ensuring there is effective operational management of the enhancement model, the QUAS should include mechanisms to link Healthy Schools with existing strategic processes, to inform commissioning arrangements and the Children's Trust.

A good starting point is to encourage your existing QUAG to review its terms of reference and membership to support the new functions required as part of the enhancement model. You will need to make sure they are mechanisms in place to consider and approve the form put forward by schools at stage 4 and to confirm that meaningful outcomes have been met at stage 8.

Current operational functions of NHSS QUAG

- > Monitoring the engagement of schools working towards NHSS
- > Considering and confirming schools' self-validation of NHSS achievement, or to seek further clarification
- > Ensuring consistency in NHSS across all schools through the school moderation process
- > Ensuring a minimum 10% of schools with NHSS are moderated
- > Developing a partnership, with representation from a range of agencies, to ensure that NHSS minimum evidence is commented upon by knowledgeable professionals
- > Identifying, celebrating and disseminating effective practice across the Local Programme.

Enhanced operational functions of the QUAS

- > Monitoring the completion of annual reviews by schools while continuing to moderate a minimum of 10% of schools with NHSS.
- > Moderating annually 10% of schools completing the annual review.
- > Supporting and monitoring the recruitment and progress of schools who are part of the enhancement model.
- > Co-ordinating/signposting the provision of relevant health and well-being data to schools.
- > Confirming, or seeking further clarification of, the health and well-being priorities, meaningful outcomes, early success indicators and details of what evidence will show how meaningful outcomes, submitted to the QUAS through the health and well-being improvement tool (HWIT) at stage 4.
- > Confirming, or seeking clarification of, the evidence that the school presents, to show it has met an outcome and accepting self-validation of the school against the HWIT (stage 8).
- > Overseeing recognition of schools which are part of the enhancement model.

Enhanced strategic functions of QUAS

- > Being strategically accountable for supporting health and well-being improvement in schools who are part of the enhancement model. This should include influencing commissioning arrangements relating to children and young people. For example, emerging school priorities may highlight a gap in service delivery or capacity. Schools who are part of the enhancement model may also identify new priorities which could be included in local strategic plans. The QUAS should be in a position to influence these plans.

Support materials: The self-evaluation tool (SET) on the healthy schools website supports the development of the quality assurance process www.healthyschools.gov.uk.

Questions to consider when developing the QUAS:

- > How effective are current QUAG communication and decision-making processes? How will they be reviewed in preparation for the enhancement model?
- > What role does the current QUAG play in the celebration of achievement by schools? How should the QUAS support recognition of successes in the enhancement model?
- > If you currently operate a virtual QUAG, what are the implications of future developments for the enhancement model?
- > How will you keep those involved with the QUAS informed about the enhancement model?
- > What key dates relating to the QUAS have been approved and shared? Are these aligned with strategic deadlines?
- > On what evidence do you base current comments on a school's self-validation? Is it knowledgeable and professional?
- > How effectively can those involved in the QUAS access health and well-being data?

- > How do you seek further clarification from schools? How does this inform ways to respond to schools at stages 4 and 8 of the enhancement model?
- > When were the terms of reference for the QUAG last reviewed? How can they be reviewed further in preparation for the enhancement model?
- > How does the QUAG currently inform commissioners strategically? How do these arrangements need to be further developed for the enhancement model?

Support materials: Key information will be transferred from the health and well-being improvement tool at stages 4 and 8 for quality assurance purposes.

Partners: The Local Programme will have a QUAS to ensure consistency and rigour.



Support materials for schools

A range of support materials have been developed to help schools who are part of the Healthy Schools enhancement model.

These include:

- > **Annual review** - an online tool to enable schools to demonstrate that they have established and maintained a foundation for health and well-being.
- > **Health and well-being improvement tool (HWIT)** - an online tool which enables schools to follow the process, record progress and submit key information for quality assurance.
- > **Handbook for schools** – a handbook for schools which provides details on how they can become part of and manage their work as part of the enhancement model.

- > **How to guides** – a series of short guides which focus on individual stages of the process in support of the Handbook for Schools. These will also provide a useful source of information for Local Programmes.
- > **Additional mini guides** that contain further information on key elements.
- > **A glossary** which clarifies the language used in the enhancement model.

Schools can access all the support materials relating to the enhancement model through the Healthy Schools website: www.healthyschools.gov.uk.

Cluster working

Increasingly, schools are working in partnership with other schools, for example, through the extended services programme. You can encourage schools to build on these existing relationships by working together as part of the enhancement model. This might achieve a greater impact on the health and well-being of children and young people.

You may want to encourage schools to share a health and well-being development group if you think this would be beneficial for the schools involved. This may enable schools in a locality identified as a 'hotspot' to share support materials and expertise.

For example, if a number of neighbouring schools have identified under 18 conception as a priority they may wish to work together to improve their sex and relationship education programmes and tackle issues across the primary and secondary sectors.

It is important when schools work in clusters that they continue to monitor and review their own meaningful outcomes and early success indicators (ESIs), reflecting the individual contribution of their school.

The achievement of each school working as a cluster will be recognised individually. Each school will also need to engage with its own health and well-being improvement tool.

Prompt: Encourage schools choosing to work in clusters to set their own meaningful outcomes and ESIs.

Partners: The enhancement model offers more opportunities for partnership working, for example through extended schools partnerships.

The role of the Healthy Schools enhancement model in your local area

Healthy Schools is a key delivery vehicle for the health and well-being agenda. The enhancement model has the potential to improve greater multi-agency working to more effectively contribute towards key local priorities and reducing inequalities.

As part of the enhancement model you will encourage schools not only to draw on your support but to join with a range of partners in the local authority (LA), PCT and beyond. Schools will build on the breadth of provision of NHSS and will concentrate on two specific priorities. You will encourage them to forge links with partners who can provide them with a greater level of support and expertise in these areas. This also means that your Healthy Schools team will need to link across the wider health and well-being and school improvement agendas. Your Healthy Schools team may also have a role in informing commissioning arrangements in your local area.

The benefits of the enhancement model for partners include:

- > Supporting local priorities identified by the LA and PCT in key local plans such as the Local Area Agreement, PCT Operational Plan and Children and Young People's Plan
- > Ensuring that services will complement each other and provide evidence of impact towards local priorities
- > Promoting Children's Trust arrangements
- > Enabling greater sharing of knowledge on successful activities/interventions and improved efficiency in allocation of local resources.

Transitional planning for Local Programmes

The amount of support a Local Programme is able to offer schools on the enhancement model will vary from area to area. You may be able to provide hands-on support to individual schools or you may need to encourage schools to work more independently.

It is important to remember that this is an important transitional phase for Local Programmes and that you should commit time to analysing local challenges and priorities. You should also plan how you are going to manage the enhancement model with schools, particularly over the first few years.

The following prompts will help you develop a transitional plan to support the introduction of the enhancement model:

- > How will you continue to prioritise schools being supported to achieve NHSS and the moderation of schools achieving NHSS?
- > How will you introduce the annual review, in particular to those schools that achieved NHSS before 2006?
- > How will you manage capacity across the Local Programme to ensure that schools are supported e.g. what criteria could you introduce as part of a recruitment plan?
- > How will you communicate with strategic leads, partners, head teachers and commissioners about the enhancement model?

- > How will you review the governance and structures of the Local Programme to enable accountability and strategic leadership, especially regarding your local priorities?

How to create your transitional action plan

1. List current challenges informed by the prompts ('what and why'; then 'how, when, who', type of questions).
2. Identify the top five actions your Local Programme now needs to consider to overcome the challenges (make these SMART).
3. Consider who else you need to involve to overcome the challenges and carry out your top 5 actions.
4. Think about how you are going to engage schools so that you have a cross section of types of schools in your early phases.
5. Develop and agree a plan with key partners describing how your Local Programme will introduce and manage the enhancement model, including the recruitment of schools.



For further information...

please contact your Local
Programme Co-ordinator.

Their contact details and
more information about
Healthy Schools can be
found on our website:

www.healthyschools.gov.uk



Healthy Schools is a joint Department of Health and Department for Children, Schools and Families initiative

Crown copyright protected material may be reproduced free of charge in any format or medium in order to carry out research for non-commercial purposes, for private study or for internal circulation within an organisation. Customers wishing to reproduce Crown material for other purposes require a Public Sector Information (PSI) Click-Use Licence available from the Office of Public Sector Information www.opsi.gov.uk. The copyright status and source of the material should be acknowledged.